GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC

Scott Foresman Reading Street Common Core Edition
Grade 5

FINAL REVIEW

Directions for use:
- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations
  - *(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.

CENTER ON
INSTRUCTION

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	Emphasis on comprehension, vocabulary and fluency.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	Evidence within each story of the five components. Each story comes with a student checklist ("My Work Plan") that they check off the five components and a Let's Write in addition.
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	Each story has a conventions component a listening and speaking component, Spelling, and "amazing words" (develop vocabulary).
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	In each story objectives are clearly listed. At the beginning of each section, the objective(s) are in the top left of the margin.
7. Are student materials aligned with instructional objective of the lesson?								1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	It was organized, but there was a lot of flipping to check for all the components in each day.
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	The planning guide for each story had listed all the materials needed for "Build Concepts," Comprehension, Vocabulary, Fluency, and Conventions and Writing.
The consistency of each day's lesson format?	X	X	X	X	X	X	X	1	Each day is consistent from story to story.
Addressing the components of reading every day?	X	X	X	X	X	X	X	1	
11. Is instruction consistently explicit? Is it concise, specific, and related to the	X	X	X	X	X	X	X	1	The objective is listed in the margin, and the text next to it supports how to teach

Question									Notes
objective?									each objective.
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	The text even highlights teacher talk in blue to help ensure accurate implementation.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	It provided questions to engage students and the small group lesson plans are detailed for every level to facilitate frequent interactions.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	When looking through "Day 1" of each story, the text show: - Oral Vocabulary to model fluency - Skill (Strategies are modeled and have a "Think Aloud") - Vocabulary activities has a model and a "Think Aloud" - Word Analysis has a model and "Think Aloud" - Literary Terms and Story (Structure, text features all provide "Think Aloud" model)
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	Each objective listed has a "Guide Practice".
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	Opportunities for practice are similar for all readers.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	Directed to use DVD if they have difficulty (under monitor progress section)
18. Does instruction make a clear connection *among* all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	Specific instructions with keyword of "scaffolding" not present.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	There is a section for corrective feedback under Oral Rereading, "Day 2 Read and Comprehend". There is also an "If...then..." section.

#	Question	K	1	2	3	4	5	6	Score	Comments
22.	Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	Even though differentiated instruction is prominent, worksheets are same for all groups.
23.	Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	No, it's based on level of reader: (Strategic Reader, On-level, Advanced, or EL). See no evidence of how to identify readers based on assessment.
24.	Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	More so for small group than for independent work.
25.	Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	
26.	Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	It is a little hard to find and not explicit.
27.	Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	
28.	Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	It has it for small groups and in margins of the story continually gives tips for EL students.
29.	Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	Found mostly in the small group section (not much evidence in Whole Group section).
30.	Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	Does not specify which teacher should direct instruction, just states "teacher", however does mention "teacher-led" when utilizing small group time.
31.	Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	"Go Digital" viewed throughout, however not clear on specifics.
	TOTAL								41	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction **explicit**?	X	X	X	X	X	X	X	1	
2. Is phonics instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	
4. Is phonics instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include **cumulative**	X	X	X	X	X	X	X	1	

#	Question									Comments
	review?									
6.	Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7.	Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	(Reference pacing guide)
8.	Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
9.	Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
10.	Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	End of Unit (cumulative)
11.	Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	0	Phonics component is placed on practice station and spelling, not on fluency.
12.	Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
13.	Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
14.	Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	Prefixes and suffixes are part of scope and sequence.
15.	Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	
16.	Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	
17.	Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	*Publisher's Comment*: In *Reading Street,* advanced phonics skills are taught explicitly in weekly word analysis lessons and weekly spelling lessons. Word analysis lessons focus on specific word structure skills. Spelling lessons focus on grapheme-phoneme knowledge (alphabetic knowledge) and begin at the sound level and then move to structure and meaning. All lessons involve using words in context.
18.	Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word		X	X	X	X	X	X	1	

	K	1	2	3	4	5	6	Score	Comments
analogies)?									
19. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	1	
20. Are word parts that occur with high frequency (e.g., un-, re-, in-, and –ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	
21. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
22. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	*Publisher's Comment*: Strategies mastered in word analysis lessons (advanced phonics) are applied to reading and interpreting the main selection in the student edition and the weekly leveled readers.
23. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	*Publisher's Comment*: In Reading Street words used in the word analysis lessons (advanced phonics) are practiced and applied in the weekly vocabulary passage in the student edition and the main student selection for the week.
TOTAL								22	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction **explicit**?	X	X	X	X	X	X	X	1	It is part of every of Day 1 (model of oral rereading fluency), part of Day 2 (whole group), and part of Day 4 lesson. Included in the differentiated Practice Station material.
2. Is fluency instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include **coordinated instructional sequences** and **routines?**	X	X	X	X	X	X	X	1	
4. Is fluency instruction **scaffolded**?	X	X	X	X	X	X	X	1	Some modeling and practice included.
5. Does fluency instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	Each story has a "monitor progress" for fluency in Day 5 that is a separate text from the weekly story.
7. Does the program address all dimensions	X	X	X	X	X	X	X	1	

#	Question									Comments
	of fluency (speed, accuracy, and prosody)?									
8.	Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	
9.	Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	Text-reading is involved in fluency practice.
10.	Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	
11.	Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
12.	Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13.	Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	Multisyllabic words are more important as the year progresses.
14.	Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	
15.	Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
16.	Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	Incorporated in their on-level readers.
17.	Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	Both are provided.
18.	Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
19.	After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
20.	Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	
21.	Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	Number of texts relate to the 4 leveled readers.
22.	Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	
23.	Is there a guide to help teachers calculate		X	X	X	X	X	X	1	

	K	1	2	3	4	5	6	Score	Comments
fluency rate?									
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	Each story has a short passage to read and record oral reading fluency
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	
TOTAL								28	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction **explicit**?	X	X	X	X	X	X	X	1	
2. Is vocabulary instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	A routine exists, but very teacher driven.
4. Is vocabulary instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in **vocabulary**?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	"Amazing Words" is a good example of listening vocabulary.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	"Amazing Words" is a very strong vocabulary component.
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	
11. Does the program include a variety of texts		X	X	X	X	X	X	1	

that allow students ample opportunities to engage in wide reading at their independent levels?									
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	Found in practice stations and on organizers.
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	Yes, these are taught throughout the week.
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									

	K	1	2	3	4	5	6	Score	Comments
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	
Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
TOTAL								37	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	Based on reading selection.
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	

#	Question									Comments
9.	Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	The tests for each story are new texts that relate to the skills and strategies, not comprehension tests for the story.
10.	Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11.	Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
12.	Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
13.	Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
14.	Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	Related to oral listening and speaking.
15.	Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16.	Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	Think-alouds are prominent parts of instruction for the teacher.
17.	Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18.	Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
19.	Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20.	Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	There is a need to read more expository texts.
21.	Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22.	Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	Good examples of this using Amazing Words to introduce difficult vocabulary that students need to understand the story, but too complex to be part of their learned vocabulary.
23.	Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic	X	X	X	X	X	X	X	1	Ample strategies presented in each selection.

organizers)?									
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	It is part of some stories, not all.
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	
TOTAL								**36**	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	
TOTAL								2	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	This texts provides goals and objectives for each skill and/or strategy.
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	Small group offered for advance, on-level & strategic interventions, as well as EL.
TOTAL								4	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	

3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
TOTAL								3	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	Overview of program materials available, but no mention of the cost.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	Available - but cost prohibitive.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	Cost prohibitive - $3,500 for 30 teachers
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	Cost prohibitive - $3,500 for 30 teachers
TOTAL								5	